DOCUMENT RESUME

ED 191 257 FL 011 028

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TITLE A German Language Continuum: Kindergarten through Grade 5.
INSTITUTION Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE 78
NOTE 36p.: Tables on pages 10-15 may not reproduce legibly: For related documents, see FL 011 027 and FL 011 430.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Communicative Competence (Languages): Educational Objectives: Elementary Education: *Fles: *German: Grammar: *Immersion Programs: Lesson Plans: Program Design: Reading Instruction: Reading Material Selection: *Second Language Instruction: Spelling Instruction: Vocabulary Skills
IDENTIFIERS Wisconsin (Milwaukee)

ABSTRACT

This rationale for the German immersion program of the Milwaukee public schools (grades K-5) sets forth general and specific program goals as well as criteria for evaluating communicative competence: A list of sample exercises for specific communicative acts (e.g., telling, informing, requesting) is included. Topics for oral and written communication (vocabulary units) are set forth in the form of lesson plan themes for each of the six grades. General considerations for the teaching of spelling and reading are outlined, and several specific readers are briefly described. The guide concludes with a table of topics for grammar instruction, with tables in which the teacher can insert keywords for lesson plans at each of the six levels. (JB)

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GERMAN LANGUAGE CONTINUUM

(KINDERGARTEN - GRADE 5)

1978

FL011028

A GERMAN LANGUAGE CONTINUUM:

Kindergarten through Grade 5

Developed for
The Second Language Proficiency School--German
Milwaukee Public Schools

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June, 1978

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Among numerous curriculum guides and instructional materials the Lehrplanentwurf Grundschule Deutsch Klasse 3-4, Mai 1977 from Bremen, West Germany, was the most extensively used in developing this continuum.

I. General Goals

The Second Language Proficiency School--German has the goal that pupils will be able to "Communicate (understand, speak, read, write and think) in the second language with ability approximating that of a pupil who is native to that language." Language arts instruction in German will facilitate the achievement of this goal and this continuum should aid in the systematic approach to the instructional process.

The following abilities have to be developed in the child:

- the ability to express himself in oral and written form and to use language for thought and problem solving processes (ability for active language use)
- the ability to understand, to analyze and to evaluate spoken and written language (ability for critical language understanding)
- the ability to think about the manipulation of language and the communicative conditions for speaking, writing, listening and reading (ability for reflection about language)

Children should always experience speaking, writing, listening and reading as purposeful activities in a situation requiring their participation in one or more forms of communicating. The development of communication skills aids the child in his social behavior and growth.

II. Goals of specific language arts aspects

For the sake of a systematic overview, this guide divides language arts instruction into areas which in actual classroom situations will be integrated and interwoven.

ORAL AND WRITTEN COMMUNICATION
(speaking, listening and writing in relation to a given situation)

For effective writing it is necessary to know and to use accepted forms. A separate spelling course is outlined.

READING
(oral and silent reading, comprehension and evaluation of written material)

REFLECTION ABOUT LANGUAGE
(knowledge that language has a system, that it can be discussed and manipulated)

A. ORAL AND WRITTEN COMMUNICATION

Language arts instruction should enable and motivate the child to act correctly in different situations involving language. Not only does this mean the use of correct language forms and appropriate context but also the recognition of social aspects of the communicative act. Communication situations are determined by the intentions and expectations of the persons involved, by the context and other situational factors. This is true for the speaker and writer as well as for the listener and reader. The receptive communication role must be as correctly enacted as the active role.

Because language is used far more often orally than in written form, practice in oral communication must stand in the foreground and must precede all written communication exercises.

1. Oral language instruction

It cannot be expected that pupils learn correct active language habits by listening to language models from teachers and peers. They must have the opportunity to speak frequently while of course individual differences in speaking ability and motivation have to be recognized.

All pupils must realize the purpose and situational conditions of the oral exercise to be receptive to correction. Critique and corrections from teacher and peers should pertain to the situational conditions of the communication practice. The use of incorrect language forms should be noted by the teacher for later separate correction. Meaningful exercises for the extension of vocabulary and handling of sentence structures and grammar should be conducted apart from the communication exercise. Pupils can at those times become aware of the effect of incorrect language on the communication process.

To grade oral communicative competence the teacher should employ tape recordings of class and group conversations as well as his observations of a child's language use in daily contact. Correct communicative actions receive in the primary grades a higher value than correct language forms.

2. Written language instruction (composition)

Written communication is necessary in many different situations. Composition therefore includes written messages of various kinds, i.e. narratives, reports, descriptions as they are required and meaningful for that situation. First of all

the reason for writing, the person(s) for whom it is written and the content of the message must be clarified. Then the required kind of language and structure can be discussed and practiced. As mentioned before, written communication should always be preceded by appropriate oral practice.

At the beginning of third grade, pupils will have some command of the technical aspects of writing but will need much support in their attempts at composition. When they have practiced various types of written communication, they will recognize the appropriateness of language to situation. By grade five, all forms of written communication should have been explored.

Lest pupils become discouraged from trying new expressions and structures in written communications, correction should pertain to the appropriateness of language to situation. Spelling mistakes should not influence the grade of a composition. When possible, vocabulary necessary for the written message should be practiced ahead of time.

Students who have difficulty with sentence structure can practice sentence patterns, can fill in sentences with appropriate forms, and can formulate sentences from given parts. Likewise, scrambled sentences may be put in order and sentence sequences arranged with the help of picture sequences.

Written communications should often be critiqued by the class. It is helpful to focus on one facet of the composition at a time, e.g. factual information; was it complete, appropriate,

sequential? At least six compositions per year should be formally corrected and graded. However, more important than correction is the regularity of writing compositions. Students become successful in written communication through frequent exercises in this skill.

3. Criteria for evaluation of communicative competence

- Ability/readiness to express one's opinion in a communication situation, to recognize and accept the opinions of others, to change an opinion during or after a conversation.

- Ability/readiness to express oneself in writing in language appropriate to the context, correct in form and content.

- Ability/readiness to recognize that oral communication is influenced by the intentions and expectations of all speakers and the situation in which the conversation takes place.

- Ability/readiness to communicate in oral and written form in response to the expectations of the listener or reader as well as to the situation.

4. Exercises for specific communicative acts

Communicative Acts		Exercises
- as speaker/writer	- as listener/reader	
telling something	listening and affirming, reading stories and expressing comprehension	telling stories about pictures and picture sequences; finishing story fragment; retelling stories; relating experiences; creating imaginative stories; telling riddles; reciting rhymes; making up texts for comics
informing someone	comprehending oral and written information, inquiring about details	conversations about factual topics including subjects like science and social studies; conversations about assignments or tasks; information about class events; directions for games, recipes, manipulative tasks; writing invitations, filling out forms; book reports
requesting information	recognizing what the person wants	collecting questions students have about a new topic; provoking questions through contradictory information; leaving out directives for worksheets; interviews; guessing games; inquiries of experts about a topic
expressing and justifying opinions	recognizing sufficient or insufficient justification, asking for clarification	conversations about texts and pictures with strong impact, about school and classroom rules; planning parties and outings; discussing questionnaires

4. Exercises for specific communicative acts (cont'd)

Communicative Acts		Exercises
- as speaker/writer	- as listener/reader	
making somebody do something	agreeing to follow the request or giving reasons for rejecting	in real situations or role play asking for something, requesting something, convincing someone to do something; "Wunschzettel" at Christmas; written invitations; written excuses and rejections; announcements of class or school activities; commercials
contradicting, criticizing	reacting objectively to contradiction or criticism, giving counter arguments, defending or changing own opinion	conversations about conflicts in the classroom or on the playground; role play of court proceedings; letters for a suggestion box ("Kummerkasten")
staying with a topic, giving important and unimportant points the proper weight	recognizing where the speaker/writer strayed from the topic	listening to or reading texts and noting number of digressions; charting important and unimportant points in advance of writing a communication

5. Topics for oral and written communication--vocabulary units

The choice of topics will be determined by the vocabulary the pupils control and in turn, a fund of vocabulary items can be built, enlarged and reinforced by the topics chosen for communicative acts. The introduction of new vocabulary should in the primary grades always be in oral form. Written communication will be more successful when pupils control the necessary vocabulary orally.

Sequential expansion and reinforcement of vocabulary is the aim of the following continuum. Examples are given for each grade level to set a framework for the selection of vocabulary. The teacher should use the interests and maturity of the students as a guide for expansion. Vocabulary acquisition naturally moves from understanding to speaking, to reading and writing. The passive vocabulary will be larger than the active but acquired words must constantly be combined with learning of new ones. While the continuum is based on increasing complexity of each topic (reading it from left to right), it should also be viewed by the teacher as a means for re-entry of simpler concepts (reading it from right to left). At all times, it should be kept in mind that flexibility in handling a smaller amount of vocabulary items is preferable to a larger amount of words poorly controlled by the students.

It should also be understood that while this section deals with vocabulary, in practice there cannot be a separation from the learning of language structure. A parallel continuum dealing with grammatical insights is to be found under "Reflections about language."

THEMEN	KINDERGARTEN	1. KLASSE	2. KLASSE
Namen und Personen, Anreden und Höflichkeiten	Kindernamen, Lehrer(in); Wie heißt du? Ich heiße -. Mädchen, Jungen, Frau-, Herr-, Fräulein-, bitte; Entschuldigung! danke; Gesundheit!	Wie heißt er (sie)? Sein/Ihr Name ist -. Was ist dein Nachname/Vorname? Wie geht es dir? Es tut mir leid. Verzeihung! einen Moment	Papa, Mama, Opa, Oma, Nachbar, Kasperle, "Herr Doktor", "Onkel Doktor" Wie geht es Ihnen? Entschuldigen Sie! einen Augenblick
Begrüßung und Abschied	Guten Morgen! Guten Tag! Auf Wiedersehn! Bis morgen!	Gute Nacht! Ade!	Lebwohl! Hallo (am Telefon), Besuch haben
Zahlen	eins, zwei ... wir zählen, Wieviel sind das?	Zahlen bis 20/30, 40 ... 100; Ich bin sechs Jahre alt.	Zahlen 1-1000 erkennen, schreiben, platzieren. gerade, ungerade, Ordnungszahlen
Rechenvorgänge	Wir rechnen jetzt. Wir machen einen Kreis um die Nummer/Gruppe.	Wir zählen zusammen. Wir nehmen weg. Die Gruppe hat mehr/weniger.	plus, minus, addieren, subtrahieren, Summe, Differenz, Menge, Dreieck, Viereck, Quadrat
Farben	rot, gelb, blau, grün, weiß schwarz. Das - ist orange.	bunt, hellblau, dunkelgrün, eine rote Jacke	kariert, gestreift, gemustert
Tage und Tageszeiten	Tage der Woche, Morgen Nachmittag, Abend	Tag, Nacht, Mittag, Mitternacht, Vormittag Wann ist Pause?	Was für ein Tag ist heute, morgen, übermorgen - war gestern, vorgestern?
Monate	Monatsnamen sagen, Kalender	Welcher Monat ist dies, kommt davor, danach? Wieviele Tage hat -?	In welchem Monat ist -? Monate schreiben
Jahreszeiten	Winter, Sommer, Frühling, Herbst	Ferien, Frühjahr; Was tun wir im -?	Anzeichen vom W, S, F, H.
Daten	Daten erkennen	Daten sagen, Woche Monat, Jahr	Daten schreiben 23.12.78 / 23. Dez. 78
Uhrzeit	Uhr, Zeit erkennen	Wie spät ist es? Minute, Stunde, halb, viertel vor + nach, kleiner + großer Zeiger, 20 Min. nach 4	Sekunde, zu spät, zu früh. die Uhr geht nach/vor, 9^{20} = neun Uhr zwanzig
Schule und Klassenzimmer	Stellt euch auf! Setzt euch hin! Heb die Hand! Gib das zurück! Nicht so laut! Komm (her)! Das ist gut! Ich bin (nicht) fertig. Wir malen, tanzen, räumen auf. Tisch, Stuhl, Uhr, Fuß, Klavier, Buch, Papier, wir sind in der Schule. Sei vorsichtig! Fall nicht!	Wir lesen, schreiben, rechnen, turnen, machen die Tür auf/zu, rennen nicht. Bild, Tafel, Kreide, Wischer, Bleistift, Radiergummi, Klassenzimmer, Büro, Eßsaal (Speisesaal) Toilette, Fahne. Ich habe keinen Partner! Antworte auf deutsch:	Ich kann das (nicht) verstehen, schreiben, lesen. Darf ich lesen? Wie sagt das an? Wie endet das? Ich brauche -. Ich habe mein Mäppchen vergessen. Buchstabe, Wort, Satz, Absatz, Seite, Schüler, Hausmeister. Geben Sie mir -, bitte!
Familie	Meine Familie hat vier Personen. Mutter, Vater	Eltern, Kinder, Geschwister, Schwester, Bruder, Ich habe keine Großeltern	Unser Baby ist krank. Meine Großmutter wohnt in -. Zwillinge

3. KLASSE	4. KLASSE	5. KLASSE	NOTIZEN
Verbindung von Namen und Beruf: Herr Bürgermeister, Wie redet man – an? jemanden vorstellen, bekanntmachen	was Vor- u. Nachnamen bedeuten; Dame, Herr, meine Herrschaften	Titel, Präsident, Kanzler, "gnädige Frau"	
Tschüs! Grüß dich! Grüß Gott!	formelle u. informelle Begrüßung		
zehntel, hundertstel, drittel, die Hälfte	römische Ziffern		
multiplizieren, dividieren, teilen, Produkt, ergänzen Winkel, Arithmetik	Bruchrechnung, Bruchstrich, Zähler, Nenner	Dezimalpunkt, Mathematik	
	Schattierung		
24 Stunden, offizielle Zeit			
Wo kommt der Laut vor? Womit fängt der Satz an? Welcher Satzteil ist dies? Satzzeichen, Note, Zeugnis, Unterricht, Bibliothek	Stundenplan u. Schulsystem in Deutschland, Abitur machen, durchfallen, sitzenbleiben	Universität, Hochschule, Berufsschule, Schüler – Student, Lehrer – Professor	
Tante, Onkel, Vetter, Base, Neffe, Nichte	Verwandtschaft, Ahnen, Stammbaum		

THEMEN	KINDERGARTEN	1. KLASSE	2. KLASSE
Haus und Zimmer	Wir gehen nach Hause.	Dach, Wand, Tür, Treppe, Fenster, Zimmer, Bett, Sofa, Herd, drinnen, draußen, oben, unten	Einfamilien-, Mehrfamilienhaus, Wohnung, Stock, Erdgeschoß, Keller. Wo essen, schlafen, kochen, baden wir?
Garten		Erde, Samen, Gießkanne, Gras, wachsen, pflanzen	Beet, Boden, Weg, Tor, Zaun, hacken, ernten
Tageslauf	Wir stehen auf. Wir schlafen.	Kamm, Bürste, Seife, Tuch. Wir waschen die Hände.	Ich kämme meine Haare. Wir wollen frühstücken. Er geht zu Bett.
Körper	Hand - Hände, Finger, Fuß - Füße, Kopf	Arm(e), Bein(e), Gesicht, Haar, Auge(n), Nase, Mund, Ohr(en)	Körperbewegungen: stehen, gehen, beugen; Körperpflege
Gesundheit und Krankheit	Ich bin krank. Das tut weh.	Ich habe Kopfweh. Mein Zahn ist ausgefallen. Ich bin gesund.	Krankenschwester, Arzt, Ärztin, Zahnarzt, Medizin; Ich habe Fieber.
Gefühle	Wir sind glücklich.	Ich habe es (nicht) gern. Ich möchte (nicht) ~.	Warum bist du froh, traurig, ärgerlich?
Kleidung	Holt die Jacken! Nimm die Jacke ab!	Hose, Hemd, Kleid, Rock, Bluse, Socken, Mütze, Mantel; Zieh - aus, an!	Meine Überschuhe sind weg. Ich habe keinen Schal. Was trägt er, sie?
Essen	Jetzt essen wir. Das schmeckt gut.	Iß das! Eßt alles! Besteck, Geschirr, Fleisch, Fisch, Brot. Wann essen wir? Ich habe Hunger/Durst.	Gewöhnliche Soßen. Ich decke den Tisch. Wer räumt ab? Ich mag das (gern, nicht).
Spielen und Sport	Wir spielen, machen einen Kreis, bauen ein Haus. Ball, Springseil	Wir spielen zusammen, reiten, schwimmen, turnen, Spielplatz, Drachen, Reifen, Puppe, Zug, Fahrrad, Dreirad	Planschbecken, Schwimmbad, Rutschbahn, Schaukel, Rummelplatz, Ballspiele, Schlitten, Schlittschuh laufen
Ferien und Freizeit	Die Schule ist aus. Wir haben Ferien.	Was ist dein Hobby? sammeln, faul, fleißig	eine Reise machen, Koffer packen, Zirkus, Kino, faulenzen
Wetter	Es ist warm, kalt. Es schneit.	Es ist kühl. Es regnet. Sonne, Regen, Schnee, Eis, Donner, Blitz	Wolken, bewölkt, blau, Nebel, Hagel, Gewitter
Pflanzen und Naturkunde	Baum, Blume, Frucht	Blumennamen, Obst, Gemüse; Wir beobachten Wachstum, Sonne, Mond.	Stamm, Ast, Zweig, Blatt, Wurzel, Kerne; Getreidestände ordnen, präparieren, vergleichen.
Tiere	Hund, Katze, Vogel, Maus	Eule, Gans, Löwe, Kuh, Pferd, Käfer; Tierstimmen	Adler, Esel, Insekt, Schmetterling, Haustier, Dressur, Zoo, zahm, wild

3. KLASSE	4. KLASSE	5. KLASSE	NOTIZEN
deutsche Haustypen, Bauweise, Baustoffe, Fachwerkhaus, Einrichtung	Stadthaus, Bauernhaus, Ferienhaus		
deutsche Kleingärten beim Haus u. in Kolonien	Gärtnerei, Vogelscheuche		
mein u. meines Freundes Tageslauf	Von Morgen bis Abend für Mutter u. Vater.	der Tageslauf verschiedener Leute	
Körperfunktionen: hören, riechen, atmen, Blut, Gelenk(e), Knochen, Muskel(n)	Haut, Organ(e): Herz, Leber, Magen, Skelett	Nervensystem, Drüsen, Gehirn, Kreislauf	
Ich habe meinen Arm gebrochen. Gipsverband, Operation, Krankenhaus	Was fehlt dir? Es blutet. Untersuchung, Impfung, Apotheke u. Drogerie	Blutübertragung, Therapie, Durchleuchtung, Röntgenstrahlen	
Das ist mein Lieblings-. Er war enttäuscht, entsetzt, überwältigt	Freude, Kummer, Schmerz	Gefühle zeigen, verbergen, beherrschen	
Herren-, Damen-, Kinderkleidung, Brille, es paßt (nicht), mir gefällt - (nicht)	Tracht(en), Kostüm(e), Ausrüstung, Sportskleidung, Stoff	Mode, modisch, unmodern, altmodisch, schick, Textilienherstellung	
Eßwaren in Gruppen. Ich esse lieber -. Restaurant, bestellen, servieren	Nahrungswerte, Vitamine, Mineralien, Säuren, deutsche Mahlzeiten	Herstellung von Eßwaren	
Wassersport, Gerätesport, Wintersport, Kartenspiel, Kreuz, Pik, Herz, Karo, tanzen	Brettspiel, Schach, Freiübung, Gymnastik, Wettkampf, Autorennen, jagen, angeln	Leicht- u. Schwerathletik, Gesellschaftsspiele, kegeln	
Camping, Zelt		Theater, Konzert, Ausstellung	
Wettervorhersage, Grad, Thermometer	Barometer, Luftdruck		
Nadel- u. Laubbäume, Feldfrüchte, natürlich, Kunststoff, Eigenschaft, Beweis, Aloe	Sauerstoff, Wasserstoff, Experiment, Heimat verschiedener Pflanzen, eßbar, giftig	Unkraut, Heilpflanzen, Nutzpflanzen, Schädlinge, Pflanzenschutz, Chemie	
Tiereltern u. -kinder, Körperteile, Schwanz, Schnauze, Rüssel, Floße	Tiergruppen: Säugetier, Kriechtier, Gliedertier, Fütterung, Pflege	Tierzucht, Viehwirtschaft	

THEMEN	KINDERGARTEN	1. KLASSE	2. KLASSE
Weihnachten und andere Feiertage	Weihnachten, St. Nikolaus, Ostern	An welchem Tag feiern wir – ? Weihnachtsmann, Rute, Ostereier, Advent, Geburtstag	Wie feiern wir – ? Kirche, Gottesdienst, Religion
Einkaufen		Kaufmann, Kaufladen, einkaufen, Geld	ich möchte, ich brauche, Kaufhaus, Kaufhof
Geld	Milchgeld	Mark, Pfennig	Was kostet das? 6,10 DM = sechs Mark zehn
Maße und Gewichte		Wir messen. Die Linie ist länger/kürzer. Meter	Zentimeter, Kilometer, Pfund, Gramm, Waage
Kommunikationswesen	Brief	Post, Amt, Briefmarke, Stempel, senden	Telefon, Radio, Funk, empfangen
Straße, Verkehr, Fahrzeuge	Meine Schule ist an der 68. Straße. Der Bus kommt (nicht).	lang, breit, eng, Ecke, Leute, Verkehr, Auto, Taxi, Wagen, Straßenbahn, Motorrad	aufpassen Achtung! Verkehrsampel, Zug, Schienen, Flugzeug, Schiff, Boot, fahren
Stadt	Haus (äer), Straße; Ich wohne in –.	Hochhaus, Kirche, Geschäft, Fabrik	Platz, Turm Bahnhof, Flugplatz, Friedhof, Tunnel, Brücke, Umgebung, Gemeinde
Bauernhof		Bauer, Hof, Stall, Feld, Tiere	Arbeit a.d. Bauernhof: füttern melken
Landschaft und Erdkunde		der u. die See, Wald, Berg, Ozean, Wasser, Dorf, Dschungel	Landkarte, Fluß, Bach, Teich, Ufer, Küste, Strand, Osten, Westen, Süden, Norden; Wo liegt – ?
Umweltschutz	Wir machen Ordnung.	sauber, Abfall, sparsam sein	Reinigung von Flüssen, Wiederverwendung
Arbeit und Berufe	Wir lernen.	Werkzeug, Maschine, fleißig, Polizist, Feuerwehrmann, Bäcker	Sekretärin, Mechaniker, Fabrikarbeiter, Ingenieur
Sozialkunde und Geschichte	Wer kann helfen?	Regeln für Sicherheit u. Gesundheit. Nachbarschaft, Mitglied	Brauch (äe), Gesetz, Recht Unrecht ehrlich, Nächstenliebe
Kunst	wir malen, Farbstift, Buntstift	Wir benutzen einen Pinsel und Farben. Wir schneiden – aus.	Wir zeichnen ein Blatt. Zeichnung
Musik	Wir singen ein Lied.	Flöte, Gitarre, Trommel, Trompete. Wer spielt vor? Wir klatschen	Geige, Instrument, Note, Melodie, hoch tief, leise, laut

Note: Lesebücher contain rhymes, riddles, fairy tales, legends, and other children's literature for topics of vocabulary acquisition.

3. KLASSE	4. KLASSE	5. KLASSE	NOTIZEN
christlich, jüdisch, gesetzliche Feiertage	Tag der Arbeit; Symbole für Feste	Karneval, Fasching	
Verkäufer(in), Kunde(-in), Waren, Abteilung, Preis, Ausverkauf	Einkaufszettel, Schaufenster ansehen, anprobieren, umtauschen		
Bank, Sparkasse, sparen, ausgeben	deutsche Münzen, Kleingeld, Geldschein	Konto, Zinsen	
Mengenlehre	Meßgeräte		
Fernsehen, Telegrafie	Zeitung, Zeitschrift, Werbung	Fraktur (nur lesen), deutsche Schrift (schreiben)	
Fußweg, Gehsteig, Fahrbahn, Fahrtrichtung, Führerschein, Lizenz, Kontrolle, Tankstelle	Verkehrsregeln, Unfall, Teile von Fahrzeugen, Geschwindigkeit, Reparatur	Verkehrsverstoß, -strafe, Rakete	
Denkmal, Wegweiser, Hafen, Kanal, deutscher Marktplatz	Stadtplan (deutsch-amerik.)	Anfang von Siedlungen: Burg → Dorf → Stadt → Bürger; wichtige deutsche Städte	
deutsches Bauernhaus	Landwirtschaft		
Kontinent, Gebirge, Tal, Gletscher, Planet, Gestirn, Himmelsrichtung, nach Norden, nördlich von	Ländernamen auf d., Grenze, Globus, Äquator, Horizont, Pol, Erdbeben	Weltraum	
Waldschutz, Brand, Gefahr, Forstwirtschaft	Tier- u. Pflanzenschutz, Verschmutzung	Rohstoffgewinnung u. -verarbeitung, Kraftwerk	
Baumeister, Maurergeselle, Tischlerlehrling, Schornsteinfeger, Angestellter	Was willst du werden? am Fließband arbeiten	arbeitslos, Gewerkschaft, Unterstützung, Rente, Pension	
Stadtrat, Bürgermeister, Zusammenarbeit, Demokratie	Staat, Hauptstadt, Herkunft, Einwanderer	Vereinigte Staaten, Verfassung	
Kunstwerk, Künstler (-in), Maler, Bildhauer		einige deutsche Künstler kennenlernen	
Rhythmus, Takt schlagen, Dirigent, Orchester, Tempo, Ausdruck	Notenlinie, -schlüssel, Tonleiter, Komponist, Komposition	einige deutsche Komponisten kennenlernen	

Note: The Vocabulary and Expressions Supplement from the MPS Bilingual Elementary Program - Primary Guide should also be referred to for goals in vocabulary acquisition.

6. Spelling

A difficult problem in handling the language lies in spelling. Much time and effort must be invested in reducing sources of errors, although the new German didactic of language instruction does not give spelling the central importance it formerly had. It cannot be underestimated, however, that correct spelling is still a factor in social advancement. Practice of "Rechtschreibung" must be a part of the language curriculum.

Pupils have to be motivated in order to succeed and they must succeed to retain motivation. Goals in spelling have to be set in attainable steps and there must be constant feedback.

An important aspect is proofreading of every assignment. Students become more sure of correct spelling when they learn to recognize their own mistakes and those of others. To become more independent in spelling, pupils should learn very early to use a dictionary. This can begin with picture dictionaries in the lower primary grades and should reach the Duden stage by grade 5.

Pupils should become aware of different methods which can aid them in solving their spelling problems:

- the memorization of the whole word as a picture and its reproduction from memory;
- the comparison of word pictures;
- the sounding out of words using phonetics;
- the use of "rules of thumb" as well as formal rules;
- the help from words with known sounds.

Much emphasis must be placed on listening, a skill which needs systematic training. Exercises with beginning and end sounds,

with long and short vowels, with sounds not found in English are necessary.

Most spelling vocabulary will emanate from the teaching units and thereby the children will become familiar with words in various frameworks. Spelling exercises in the form of texts add contextual help for the perception and production of words. But a sizable number of spelling errors occurs in words outside a contextual framework; here word groups can be practiced, "lautverwandte Wörter," "stammverwandte Wörter."

Testing of spelling can be done in various forms: dictation of texts with controlled vocabulary, texts with missing words (good for checking on specific sounds) or missing sentences. The length of a dictation may roughly be determined by multiplying the grade level by twenty. The level of difficulty of words for each dictation is determined by analyzing spelling exercises and individual mastery. Six formal dictations per year should be satisfactory and students should receive feedback through specific praise rather than just a grade. As stated for written composition, frequent exercises are more valuable for gaining confidence in the skill than tests.

Goals of spelling instruction:

<u>Reflection about spelling as a tool</u>

- understanding of spelling as a useful means to comprehend written material
- contemplation and application of rules and exceptions

<u>Increase of mastery of spelling</u>

- ability to write texts according to the norms

- formulation of personal spelling aids and application of them
- recognition of own and other's errors

Recognition of relationships of sounds and symbols

- mastery of the alphabet; ordering of words in alphabetical sequence
- recognition of
  - vowels
  - dipthongs
  - Umlaute
  - consonants
- grasping of sound quality: long and short sounds are represented by certain letters and letter combinations
- association of symbols with sound clusters: multiple consonants, different consonants for the same sound
- recognition of syllables in words

Recognition of dependence of spelling on context

- capitalization at the beginning of a sentence
- capitalization of verbs and adjectives used as nouns
- spelling of "dass" and "das" as conjunctions

Use of punctuation marks

- at the end of a sentence: period, question mark, exclamation point
- in a sentence: comma between main and subordinate clauses and between like parts of speech in a sequence; colon, semicolon, quotation marks

Use of the dictionary

See Continuum on Reflection about language for instructional and mastery level of spelling goals.

B. READING

Instruction in reading should have as its goal not only the mastery of the skills involved in it (vocabulary building, word attack, comprehension, fluency) but should also arouse and increase the enjoyment of reading and strengthen critical abilities. Besides, students learn to use library facilities independently.

Differentiation in instruction and grouping are necessary for successful reading experiences. Reading selections must be chosen which will motivate students through meeting their interests and and individual capabilities.

Both forms of reading - aloud and silent - have to be practiced. In silent reading, comprehension is usually faster because the pupil can concentrate exclusively on the content and does not have to think about pronunciation, intonation, and rhythm. When students read aloud, phrasing and intonation give clues to the teacher about comprehension; pronunciation can also be evaluated. Reading their own communications aloud often gives students a feeling of success. The proportion of silent to aloud reading increases with the grades.

A combination of learning steps (not meant in sequential order but rather as interwoven) can help increase reading ability:

- working with "signal groups"; "ank" in Bank, Schrank, trank, schlank, danke, Ranke, wanken, sanken
- analogy exercises, contrasting and comparing;
  danken : Dank = laufen : Lauf
  kaufen : laufen = danken : wanken
- working with "word fields"; Dank, danken, bedanken, verdanken, dankbar, Danksagung, Undank
- frequent silent reading of known and unknown texts
- not isolated word picking (pointing with finger) but phrase and line reading
- quick scanning of text (chart, transparency, book) with follow-up questions

Sentence structures (question, statement, exclamation, command) have to be practiced for meaningful reading. Obviously, reading and reflection on language work hand in hand here. Students can be given texts without any punctuation marks to learn to grasp sentence structure.

Students should be encouraged to do sensible guessing. Meeting unfamiliar words, they should use context and lexical clues to unlock words on their own. In upper primary grades, this can lead to discussion of multiple meaning of words and the reasons for choosing a particular word from a group of possible ones.

The skill of intelligent guessing can also be applied to the content of a whole text. The title, beginning or highlighted words can serve as a spring board for a discussion on the content. Thus, expectations can be aroused and motivation for reading created. When pupils choose a book from the library they might be asked what criteria they used for their choice. Discussing how an author decides on a title can help students when they write compositions themselves.

Students must learn by experience that <u>intonation and rhythm</u> are important aspects of reading. A sentence is imbedded in its surroundings. If the following sentence is taken out of context, it is impossible to know which message the writer wants to convey.

"Petra ist seit sechs Wochen in Amerika."

- ist Petra und nicht Angelika in Amerika?
- ist Petra seit sechs Wochen und nicht seit sechs Tagen in Amerika?
- ist Petra in Amerika und nicht in England?

Pupils should listen to and read aloud many examples of intonation and rhythm variations. Poems are excellent vehicles for learning to read slowly, fast, heavy, light, sad, gay; young children like to play with sounds and should have many opportunities to do so.

<u>Critical reading</u> can be practiced very early. Discussing why an author chose this rather than that word is a beginning. Through the grades this would be expanded by analyzing the content and asking higher level questions of "wie" and "warum." A student should learn to not just accept a text but to interpret it for himself.

German Readers

Systematic use of German readers is a large factor in developing reading competence. The phonics materials of LÜK (Lerne, Übe, Kontrolliere) are used for developing word attack skills for vocabulary building and word recognition and can serve as starters for oral communication, copying and dictation exercises and learning the German alphabet and sound system.

The German Fibel can be likened to the American Primer. As a basic reader, the Schulfibel Ina und Udo is used in first grade and supplemented by Kasperle und die Kinder, the Fibelkinder, Der bunte Drachen and others. The Fibel is followed by the series of Diesterweg Lesebücher: Lesebuch für Auslandsschulen Band 1, 2, 3. These readers are also supplemented by selections appropriate to the age and reading level of individual students and groups.

The Lesebuch für Auslandsschulen Band 1 contains a vocabulary of 1,136 words (525 Hauptwörter, 310 Zeitwörter, 140 Eigenschaftswörter und 161 Formwörter). The Lesebuch has a re-entry of 487 words from the Fibel. The Lesebuch für Auslandsschulen Band 2 contains an additional 1,056 words (464 Hauptwörter, 292 Zeitwörter, 92 Eigenschaftswörter und 208 Formwörter); it repeats over 90% of the vocabulary from the lower levels. The Lesebuch für Auslandsschulen Band 3 expands the vocabulary in the framework of "Wortfamilien," encouraging the student to see relationships and to work more creatively with new and old vocabulary. Other subjects such as social studies, science, math, music, art give students many meaningful opportunities to apply their reading skills and to expand their control of vocabulary and language structure.

C. RELECTION ABOUT LANGUAGE

As young native speakers of German learn in school that language has a structure, so must students in the Second Language Proficiency School acquire this knowledge in a systematic way. The next chart lists the grammatical insights which German students have to gain. But teachers must always be conscious that they cannot expect German language development to be speedier and at an earlier age than the development of the children's native language. Primary students become aware of grammar rules through thoughtful planning of exercises; the rule is the culmination of working with a particular structure rather than the beginning.

Also, the familiarity with grammatical terminology grows in proportion to the maturity of the students and is always used as an aid to improving communication rather than taught as an end in itself. The directives for an exercise would for example progress in this manner:

In grade 1: "Sage und schreibe das kleine Wörtchen zu dem Namenwort!"
In grade 2: "Sage und schreibe für der, die, das - ein, eine!"
In grade 3: "Sage und schreibe das unbestimmte für das bestimmte Geschlechtswort!"
In grade 4: "Sage und schreibe den unbestimmten Artikel im Nominativ!"

Diesterweg's Sehen und Sprechen gives the first grade student opportunities to use language in prescribed communicative situations. The teacher may select the grammatical insight "Nouns show whether something exists once or several times" and guide the students toward the recognition of this by saying: "Wir schreiben hier alle Wörter für Personen und Dinge, die es einmal

auf dem Bild gibt, und hier die Wörter für mehrere Personen und Dinge." At the conclusion, the columns can be titled "Einzahl" and "Mehrzahl."

The Sprachbücher für die Grundschule (Diesterweg) describe for the teacher the language task involved in each exercise. A gradual deduction of rules follows the completion of the tasks.

The chart which follows provides the teacher with a means of checking for the class or each individual student the grammatical insights gained. It must be understood that a grade level or more may be needed for a student to move from recognition to first verbal and then written application of a rule. Some insights may not be successfully applied until later than grade 5. The degree of successful application of a grammatical rule must always be evaluated in terms of a student's capabilities and its weight in the total communicative act.

Persons, animals, plants, and objects are labeled by nouns. -
Namenwort, Hauptwort, Substantiv

Nouns show whether something exists once or several times. -
Einzahl, Mehrzahl, Singular, Plural

Plurals are formed by different endings, by internal changes, by a combination or none of these. -
Endung, Umlaut

Nouns are capitalized. -
Großschreibung

There are masculine, feminine, and neuter nouns. -
männlich, weiblich, sächlich, maskulin, feminin, neutral

Nouns can be declined, they have four cases. -
Beugung, Deklination, stark, schwach, gemischt, Fall, Nominativ, Akkusativ, Dativ, Genitiv

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Articles accompany nouns. -
Geschlechtswort, Artikel, der, das, die

Articles can be definite or indefinite. -
bestimmt, unbestimmt, ein, eine

The indefinite article has a negative form. -
kein, keine

The gender and case are indicated by the article and only sometimes by the noun itself.

A pronoun can stand for a noun. -
persönliches Fürwort, Pronomen, er, es, sie, ich, du, wir, ihr, Sie

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A pronoun can only stand for a known noun, otherwise the message is ambiguous.

A pronoun can have other relationships to a noun than replacement. -
besitzanzeigend, hinweisend, fragend, rückbezüglich, Possessiv-, Demonstrativ-, Reflexiv-, Relativpronomen

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The use of pronouns can join sentences into a text.

Pronouns can be declined. -
ich, mich, mir, welcher, welchen, welchem, welches, usw.

Verbs are needed when something is to be said about a noun or pronoun. -
Tätigkeitswort, Zeitwort, Verb

The verb must agree with the noun or pronoun. -
Infinitiv, Konjugation, stark, schwach, 1., 2., 3. Person Singular und Plural

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Kdgn.	1. Klasse	2. Klasse	3. Klasse	4. Klasse	5. Klasse

A verb indicates whether something is happening now, has happened, or will happen in the future. -
Gegenwart, 1., 2., 3. Vergangenheit, 1., 2. Zukunft, Präsens, Imperfekt, Perfekt, Futur, vollendete & unvollendete Gegenwart und Vergangenheit

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A verb can indicate direction of action and modes. -
Aktiv, Passiv, Tatform, Leideform, Wirklichkeitsform, Möglichkeitsform, Konjunktiv

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A verb form can consist of more than one word. -
Hilfszeitwort, Hilfsverb, Modalverb, Partizip, Mittelwort

Verbs may or may not need an object to express a complete thought. -
transitiv, intransitiv

Verbs can stand alone or with other parts of speech in command forms. -
Befehlsform, Imperativ, Komm!, Kommt!, Kommen Sie!

There are simple and composite verbs; the composite verbs can be separable or inseparable. -
einfache & zusammengesetzte Verben, trennbar, untrennbar

Noun or pronoun plus verb form a sentence but not every noun or pronoun plus verb makes a complete or meaningful sentence.

Adjectives give an explanation about the noun. With an adjective a value can be given to a noun. -
Wiewort, Eigenschaftswort, Adjektiv

Adjectives which precede the noun have ending patterns for the four cases. -
Adjektivendungen

Possessive adjectives (pronouns) resemble the indefinite articles in ending patterns. -
besitzanzeigende Fürwörter, Possessivpronomen

Through adjectives a comparison of nouns is possible. There are three steps. -
Steigerung, Vergleichsform, Grundstufe, Steigerungsstufe, Höchststufe, Positiv, Komparativ, Superlativ

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Number words can appear alone or accompany nouns. -
Zahlwort, Grundzahl, Ordnungszahl, unbestimmtes Zahlwort

The adverb accompanies the verb and explains circumstances in the sentence. -
Adverb, Beifügung, adverbiale Bestimmung, Umstandswort, Umstand der Zeit, des Ortes, der Art und Weise, des Grundes

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Prepositions denote relationships of nouns or noun phrases. -
Verhältniswort, Präposition

Kdgn.	1. Klasse	2. Klasse	3. Klasse	4. Klasse	5. Klasse

The prepositions denote relationships of space, time, mode, cause. They determine the case of the noun. -
Präpositionen mit Akkusativ, Dativ, Genitiv, gemischt Dat. & Akk.

Interjections express moods or feelings. -
Ausrufewort

Conjunctions connect sentences or parts of sentences. -
Bindewort, Konjunktion, unterordnend, nebenordnend

The meaning of words can be altered by adding prefixes or suffixes. -
Vorsilbe, Nachsilbe, Präfix, Suffix

New words can be formed by combining two or more words. -
zusammengesetzte Wörter, vor + Stadt = Vorstadt,
über + leben = überleben, hin + zu = hinzu

Compound nouns use the article of the last part. -
das Haus + die Tür = die Haustür

Suffixes can alter the gender of the noun. -
der Tisch, das Tischlein, das Tischchen

Sentences can be simple or expanded. -
einfach, erweitert, Hauptsatz, Nebensatz, Satzverbindung, Satzgefüge

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Nouns (with articles) or pronouns and verbs play specific roles in a sentence. -
Satzteil, Satzglied

Only nouns and pronouns can take on the role of subject. -
Satzgegenstand, Subjekt, nominales Satzglied

Only verbs can take the role of predicate. -
Satzaussage, Prädikat, verbales Satzglied

Sometimes the predicate has to be expanded by nouns. These nouns take on the role of objects. -
Ergänzung, direktes & indirektes Objekt, Prädikatsnomen

Objects stand in the accusative, dative, or genitive case. -
Akkusativ-, Dativ-, Genitivobjekt

To ask for subject or object interrogative pronouns are used. -
Fragewort, Interrogativpronomen, wer?, was?, wen?, wem?, wessen?

In simple declarative sentences the verb stands in second position after the subject. -
Aussagesatz

If the subject is not the first part of the sentence verb and subject are inverted. -
Wortstellung, Umstellung, Inversion

Kdgn.	1. Klasse	2. Klasse	3. Klasse	4. Klasse	5. Klasse

A question or command is formed by moving the verb into first position. -
Frage, Befehl, Aufforderung

Interrogative pronouns may precede the verb in a question. -
Fragepronomen, wer?, was?, wie?, wo?, wann?, warum? usw.

With compound verb forms and separable verbs, the second part of the verb moves to the end of the sentence or phrase. -
Verbklammer

In sentences with direct and indirect objects, the indirect object precedes the direct object if they are both nouns. -
Ich gebe dem Mann das Buch.

When pronouns are used for the object the word order is:
Ich gebe es ihm. Ich gebe es dem Mann. Ich gebe ihm das Buch.

A declarative sentence ends with a period. -
Satzzeichen, Punkt

Main and subordinate clauses are separated by a comma. -
Komma, Beistrich

A comma is used to separate sequences of like parts of speech.

A question mark is used at the end of a question, an exclamation point at the end of a command and an exclamation. -
Fragezeichen, Ausrufzeichen

A semicolon is used to separate two complete sentences which have a common thought. -
Semikolon, Strichpunkt

A direct quotation is punctuated with colon and quotation marks:
Der Lehrer sagt: „Wir schreiben ein Diktat."

Kdgn.	1. Klasse	2. Klasse	3. Klasse	4. Klasse	5. Klasse